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ABSTRACT

The Bridgeport (Conn.) Career Education program has three basic functions: (1) preparation for career choice through the study of self-appraisal or self-realization and occupational information, (2) career preparation through basic education skills, employability skills, actual skill attainment and related skills, and (3) placement and follow-up. Self-worth and high self-concepts are developed in the elementary grades, orientation and exploration being emphasized in the middle school, with more emphasis placed on decision-making situations during the high school years and future plans and/or training for post-high school years. A description of the elementary curriculum is given and the secondary curriculum is discussed, including brief descriptions of thirteen vocational training programs. Guidance involvement is reflected in all levels K-14; a materials center provides supportive materials for teachers. A work experience program is designed at the high school level for potential dropouts. The career education program has been accepted by the community, by parents, and has received support and involvement from local universities and the State department. A three-day evaluative visit to the project is reported in CE 001 172. Conclusions, implications, and recommendations are formulated. (SC)

ED 089117

# CAREER EDUCATION

**Second Interim Report of the K-14 Project in Career Education, Bridgeport Board of Education, Bridgeport, Connecticut 06604.**

Preparation for life - - - not a life sentence

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CE001173

# SECOND INTERIM REPORT

## Project No. 0-361-0061
## Contract No. OEG-0-71-0679 (361)

Career Education Project K through 14

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

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The Project reported herein was performed pursuant to a contract with the Bureau of Adult, Vocational, and Technical Education, Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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## Background Data

The Bridgeport Career Education program continues to represent an innovation in the effort to overcome the "mis-match" between the unemployed and the available job openings, in the Greater Bridgeport Area.

The lack of proper training coupled with a low self-image prevents approximately 22 per cent or over 8,000 young people from finding employment. Many of these young people have not been made aware of the basic attributes expected of job applicants. In addition, they have an added disadvantage of never having worked at all.

For this reason the Bridgeport Career Education program begins in the elementary school and continues through post-high school years. It has three basic functions:

I. Preparation for career choice through the study of:
   a. Self-appraisal or self-realization
      1. aptitudes
      2. interests
      3. needs
   b. Occupational information

II. Career preparation:
   a. Basic education skills
      1. English, math, science, communication skills
      2. employability skills, a cross-discipline between academic and guidance; development of attitudes and work habits.
   b. Actual skill attainment
   c. Related skills, related information

III. Placement and follow-up.

## Report Summary

A. Time Period Covered

The second Interim Report of the Career Education Project covers the period from: August 1, 1972 -- July 31, 1973.

B. Goals, Objectives

To bring to our students a modernized program of education which provides options in academic, vocational and technical training that will prepare them to go on to challenging and interesting careers.

Self-worth and high self-concepts are developed in the elementary grades, orientation and exploration being emphasized in the middle school, with more emphasis placed on specific decision-making situations during the high school years and future plans and/or training for post-high school years.

Project staff members have developed goals and objectives to fulfill the project priorities, outlined in the body of this report.

C. Procedures followed

The Career Education Project is developed through the cooperation of the following:

Elementary school teachers
Secondary school teachers
Vocational Technical High School
Community College
Adult Education Director
Guidance Specialist
Guidance Counselors
Librarian
Media-Center Specialists

The guidance function as provided by the Guidance Counselors and Specialists is vital to the success of the project. Guidance involvement is reflected in all levels K thru 14.

The emphasis on skills is extremely important. As such, the structure includes basic skills at the lower elementary to more specific skills as the student progresses through high school and on to continuing education. The development of decision making skills is essential to proper career choices and therefore, opportunities are offered to help the student develop these skills.

The goal in the elementary and middle school years is to develop an understanding of self and the dignity of work rather than teach job skills. These are taught later in the high school and post high school, after the student has achieved a proper attitude.

A materials center keeps the teachers supplied with supportive materials including occupational information and audio visual materials.

Programs at high school level meet the needs of the student who might be the potential dropout.

These are designed to keep students in school by providing employment experiences and an opportunity to develop a more positive image. A work experience coordinator supervises these activities.

D. Results and Accomplishments

The Bridgeport Career Education program has been accepted by the community. It has received much support from business and professional people. An advisory committee made up of members of the community who are also members of business and the professional group work with the Career Education Director.

The parents from the community have been encouraged to take part in the Career Education program. Many of them assist the teacher in numerous classroom activities.

Members of volunteer organizations have been included in planning sessions with the staff. The volunteer organizations of the community have offered much assistance.

The local universities have been involved in workshops and seminars with our staff.

The state department has been supportive. They have included staff members in the monthly Career Education Seminars conducted by the state department staff.

There is continual revision of the curriculum, as the teachers meet for supervisory direction, to discuss activities, strategies, procedures, career concepts and ideas and career adaptions to curriculum. The teachers are paid a stipend for these meetings.

The Board of Education has approved the adoption of individualized programming and the elimination of the tract system. The restructured secondary school program is now more relevant to current needs and flexible enough to adjust to individual differences and change.

The post-high school program offers training for entry-level jobs, and/or specialized jobs or training.

E. Evaluation

Evaluation procedures are based on a pragmatic approach for measuring outcomes against specifically defined objectives. Projects within the program are identified for in-depth studies. Although the

evaluation was conducted through outside sources, each project (entire proposal) is being required to maintain appropriate records to assist in the evaluation process.

One "on-site" visit to the Bridgeport project was made in May 3, 1973, for a total of three days, by a team of evaluators.

The evaluators obtained data and information concerning all aspects of the Career Education project relating to personnel involved, school-community activities and support, learning activities and projects, curriculum units and materials, teacher attitudes, and many other factors. These data were readily available, since planning many months earlier had identified sources from which data should be requested. To facilitate the activity, suggested instruments developed for the Career Education project were provided the administration in Bridgeport, they were duplicated and distributed on a limited basis. Thus, some information and data were obtained by the Bridgeport Career Education staff on a pre-basis and augmented by comparative information and data obtained nine months later. Such information as was obtained and summarized by the staff derived from students, teachers, administrators, coordinators, parents, lay citizens and others. Much of the data examined by the study team was obtained from the quarterly reports plus questionnaire recorded attitudes of individuals concerning the values in Career Education activities, as provided in Bridgeport. Other aspects of the data obtained from the records in the staff offices provided significant information on changes that had occurred during the year of program operation. The project director and staff were responsible during the year for the assembly of data and summarizations after having first taken the suggested instruments and modified them for the unique purposes of the Bridgeport schools. Study team members reviewed the results, and on the basis of study and analysis produced conclusions and recommendations for further consideration.

Several other major sources of valid data were also tapped, and these data when added to the total, either reinforced or modified the results, conclusions and/or recommendations obtained from the data and information provided the study team by the staff. Major sources of data included teacher groups, classes of students, parents, employer groups, occupational education personnel, employment security agency

personnel, and workers in the community. Interviews with groups and individuals such as the foregoing provided opportunities to explore and determine in depth some of the Career Education aspects related to school-community understandings and attitudes related to Career Education, relevance of the education program to the world of work, aspirations of parents for their children, school recognition of changing societal technological forces, and suggested activities to further develop and improve Career Education in Bridgeport.

In the early discussions in Bridgeport during 1972, it had been recognized that the exemplary aspects of Career Education could not result in evaluation procedures and instruments that could objectively predict, assess or measure specific areas of Career awareness, Career exploration or Career development. Hence, the decision was made to plan the evaluation of the project around such information as might be obtained from suggested instruments, from subjective information obtainable from interviews with as many individuals and groups as was possible on-side days, and from observable learning activities. It was agreed that the evaluation which would be of most value to Bridgeport public schools would place little (if any) emphasis upon statistical analyses of assembled data, but would provide a narrative report of all aspects of the Career Education project, accompanied by suggested procedures, activities and modifications of the project that had some possibility of further improving Career Education in the Bridgeport schools. Further, it was recognized that the evaluation report could have very complimentary effects within the community if it could be easily read and digested by the people whose support of Career Education needed to be maintained and stimulated. Thus, no attempt was made to assemble data specifically for the purpose of making statistical analyses and determining levels of significance, since it was agreed that a report so constructed would limit the intent of the city administration to produce an evaluation document which would contain valued suggestions for school personnel and information for the lay public.

With the assembly of the data, the varied competencies and expertise of study team members was brought to bear upon the analyses and recommendations calculated to maintain and further improve the

Career Education program. On the third day of the on-site visitation, an initial draft of the major findings and recommendations for consideration was prepared, with particular attention given to those steps, activities, organizational modifications and curriculum changes that were feasible for the Career Education staff and the city educational administration to consider. The draft of these matters was presented to the project staff, and opportunities provided for corroboration, modification and discussion.

F. Conclusions, Implications and Recommendations

The project staff feels that the community and school administration have felt the impact and see the need for Career Education in Bridgeport. This is evidenced by the cooperation that has been given the Career Education staff. The enthusiasm and interest shown by the students is a good indicator of the need for a more relevant curriculum thus a career oriented one. Teacher interest and request for information about the Career Education program display a positive attitude. Teachers, supervisors, administrators, parents and students are increasingly involved in Career Education aspects in the three high schools, nine elementary schools, five middle schools, one parochial elementary school and to some extent through articulation with the Bullard-Havens Technical School, the Housatonic Community College and the Norwalk State Technical College. Well over 100 teachers on a variety of educational levels are concerned with such aspects of Career Education as:

a. Career awareness
b. Career exploration
c. Hands-on experiences and activities
d. Career guidance and counseling
e. Occupational information
h. Occupational decision-making
g. Vocational education
h. Cooperative education
i. Training for the mentally retarded
j. Placement and follow-up
k. Curriculum modification
l. Horizontal articulation
m. Vertical articulation between grades
n. Vertical articulation with higher education
o. Development of community relations
p. Development of community resources
q. Cooperation with employers in the region
r. Many other aspects

There are many different attitudes among the school administrators and in the city office. While value and logic appear to speak for the continuance of Career

Education, it is clear that the prime factor will be available dollar resources and priorities.

Since the success of Career Education requires the active participation of all teachers, supervisors and administrators, it is proposed that an internal advisory committee be established. The membership to be drawn from the teaching staff, counselors, principals and students. Such a committee would be concerned with such problems as logistics and curriculum materials, areas not generally the concern of the general advisory committee.

A. Problem Area

An immediate problem is to educate the classroom teachers to the goals of career education, so that they in turn will be able to relate career opportunities to students in a meaningful way.

Too often young people have a negative self image. Lessons and activities for high self concepts must be developed, as well as, those with career objectives.

Over the past school year 566 high school students dropped out of school and of this number 244 were from grade nine. Moreover, the indications are that, in the absence of far-reaching preventive action, the drop-out problem will become even more acute in the days ahead. The Bridgeport project is, therefore, designed to meet the full range of needs of each student, for those who will complete college and, for the majority who won't.

In Bridgeport, the unemployed in all age categories are to be found overwhelmingly among the minority groups, notably Blacks and Puerto Rican. They are not only functionally illiterate but also lack self-confidence, self-respect, and the ability to express themselves orally in any effective manner.

They lack the training that would enable them to apply for anything except the most menial type of labor. Furthermore, the adults have a history of long period of unemployment, interrupted only by a variety of short term jobs.

These individuals who have left school before graduation and/or cannot meet the graduation requirements must be preconditioned for industry, business

and in general, the world of work.

Parental expectations, many times unrealistic, in terms of ability, talents and desire, much too often, result in occupational misfits. The stereotype jobs or professions are given the greatest emphasis. The socially accepted rather than individually rewarding are too frequently encouraged by well meaning parents who are trying to live their lives through their children. This results in unrealistic career choices ending in disillusionment, frustration, and waste.

There are numerous exciting career opportunities available for all students. It is a matter of students becoming aware of the career areas, and their individual, diverse talents. For this reason, Career Education begins at the early elementary school. No student should leave high school without an awareness of his/her own individual talents and the career opportunities, education requirements and/or training necessary to match that talent. All students should be able to continue their career preparations after high school.

In the high school each student may participate in more subject matter on a broader basis, to meet his interests and goals through the wide range of elective sources offered. There is a perpetual obligation to make the curriculum more relevant in terms of the goals and aspirations of the students.

The sensitivity of the administration and the talents of the secondary instructions for course content make it probable that this obligation will be satisfied. Changes of this magnitude require time and planning. However, a curriculum where all subjects meet the needs of the student in terms of interests and aspirations is envisioned.

There is a need of additional personnel to accommodate the targets not only for 1973-'74 but in the years ahead.

The lack of adequate commercial materials in the area of the intermediate grades makes the development of Career Education at this level most difficult. Teacher and student materials are limited because of lack of time. Most intermediate grades are not self contained. The elementary grades are developing materials to meet their individual needs. The commercial materials have a tendency to be too general.

Validated instruments, which measure the relevancy of basic studies to career choices and targets, or the achievement of favorable attitudes toward the world of work and the work ethic, has yet to be developed.

A means of funneling information from the general public in the community and city into the Career Education Project will continue and be expanded on a broader basis. This information will have a considerable effect upon future program planning, and certainly upon the support which the general tax-paying public might supply to the Career Education program in the years to come.

The general problem area remains essentially the same as outlined in the original project proposal, although varying degrees of progress have been made in all of the stated problems.

B. Goals and Objectives

Career Education is a "main stream" instructional program that complements all regular instructional programs. As such, it is interwoven into the existing curriculum.

Programs for the study and exploration of occupations is essential ingredient in the educational experience of every student if he or she is to make a wise career choice.

The following framework is provided for the instructional program in the Bridgeport Schools:

Elementary Schools: Awareness and Orientation
Middle Schools: Orientation and Exploration
Senior High Schools: Continued Exploration, Preparation, Placement and Advancement
Post Secondary (Continuing education - Upgrading and Retraining

This framework establishes specific program goals at each educational level and enables the development of a career educational curriculum from kindergarten through post-secondary for all students.

All students should become proficient in decision making. This is an important element in making career choices. Decision making is an on-going process, therefore, the curriculum must be structured to include comprehensive programs that will develop this decision making process while protecting individual freedom of choice. Rapid technological innovations are demanding that youth learn how to gather and evaluate facts, analyze problems, communicate issues and make decisions.

We can no longer educate for educations sake. It is foolhardy to prepare the majority of students for college attendance when less than a minority of jobs require such an education. In our post-industrial society, where the production of services increasingly outweighs the production of goods, there must be an increasingly close relationship between education and the potential for performing useful work. Most students see no apparent relationships between what they are being asked to learn in school and what they will some day do to earn a living.

Therefore, on the job experience and an exposure to the true world of work is a major component in our program. This is being accomplished before the student leaves high school.

It is our goal to have all students acquire a saleable skill before leaving high school.

In-service programs, for the teachers, will assist them to increase their capacities for relating their teaching to the career theme.

The community with its array of problems will be a learning laboratory for the student. It is our goal to take the school to the community and bring the community to the school.

Students should be able to identify the different educational areas that are available to both the immediate and the more distant future, the nature and purpose of each area, and the avenues toward which each area can lead: They can tentatively assess what each offers them in terms of their possible career choice. They can demonstrate how knowledge and skills acquired in different subject matter areas relate to performing different work roles. By the time the student is ready to graduate from formal school he should:

1. have been exposed to career clusters so that he can focus on the area in which to build his career.

2. realize the relevance of school subjects to his chosen career areas.

3. have developed personal work values.

4. know the importance of the work epic to society.

5. be cognizant of the facilities and ways in which additional training can be acquired to further his chosen career.

6. have acquired a saleable skill.

C. Procedures Followed

The Bridgeport Career Education program has a commitment to all students. It is not a program that deals only with skill training. The academic subjects are an important element in the overall education of the student. For this reason, care has been taken to interweave career education concepts into the existing curriculum. Of prime importance to us is the continuance of the career education program. The only way this can be accomplished is by creating a new focus in the school system, a career oriented focus.

The Bridgeport project has organized many resources to help it accomplish its aims. The community is a very important element in the program. Through the efforts of the Career Education Advisory Council and the University of Bridgeport, a Career Guidance Institute was organized to "encourage constructive dialogue between the local business and educational communities." The Institute had enrolled fifteen educators and a similar number of businessmen in the spring semester. The educators included both counselors and teachers. The participation of the American Association of University Women in developing resource files of materials, the meeting with local private hospital personnel for the development of programs in the Allied Health field, are two additional examples of community support.

The use of the paraprofessional has helped the three elementary counselors, in the Career Education Project Staff, function more effectively. They perform a variety of tasks from helping the teacher to clerical duties thus allowing the counselors to devote more time to their professional activities. These para-professionals are an important element in the teamwork approach employed by the Career Education Project.

The special education students have been included in the Career Education Program. The regular curriculum written for K-8 has been adjusted to meet their needs. This was accomplished as a team effort by classroom teachers, teacher specialists, supervisors and career education counselors. To promote interaction between children from the regular classes and the special education classes, field trips included both groups of children.

A Career Education Materials Center has been developed as part of the Career Education Project. The purpose has been to supply materials which are appropriate for classroom use. These materials support the curriculum, The staff is constantly revising and suggesting materials as the need arises for supportive materials.

The Career Education staff consists of a director, project coordinator, guidance specialists and three career guidance counselors. In addition, the staff includes the following support personnel: an executive secretary, a clerk typist, and three para-professional aides. The aides work directly with the Career guidance counselors. The project also involves the services of the following personnel which were being funded on a 90-10 per cent state-federal basis: Three district superintendents of schools, the director of guidance, the supervisor for upper elementary schools, and the supervisor of the lower elemeniary schools.

This group works with approximately 90 teachers in 11 - K-5 schools, 5 middle schools and three high schools.

In addition, the project staff cooperates in disseminating career education information to other areas of the state by participating in regional meetings, and in visitations to other sections of the country such as, Hackensack, New Jersey, Pontiac, Michigan, Mesa, Arizona and Pawtucket, Rhode Island.

Elementary Curriculum

Because of the complexity of our changing world, it is no longer satisfactory to wait until high school before making students aware of the world of work. It is necessary to help expanding minds become cognizant of the role they will play in achieving a lifetime target. The Bridgeport program, therefore, begins in the elementary grades.

Study units with goals and behavioral objectives have been constructed for all grade levels. Numerous activities, as well as accompanying media has also been developed. These units were constructed by teachers, counselors, supervisors of curriculum and the coordinator at several workshops conducted during the year. They were developed with continuity in mind, so that, the child could move from his home to the larger sphere and then into the career clusters.

At the kindergarten level there is much emphasis on the awareness level. The awareness begins, in the home, in the area, to which the young child can relate, namely his home. Here he begins to focus on mother's work and father's work. He is made sensitive of the interaction of peers, as he functions in group activities. The realization of role identity and the changing role identity is a reality to him as he participates in role playing.

Parent participation is a very important factor in the kindergarten program. Many parents came to the school to speak to the children about their jobs. The children were made aware, by their teachers of some of the techniques for interview. The children conducted the interviews. There was follow up activity for each interview.

The field trip is essential to the awareness stage of the program. Here the classroom teacher is helped plan the trip, by the assistance of the counselor and/or coordinator. The para-professional assists the teacher on the trip and may perform many clerical duties involved in the preparation and follow up of the trip. Again many parents were involved with the field trips.

The children were fortunate enough to be able to visit a number of places that employed their parents. One trip, to a bakery, where a parent was employed, another to a farm where the children experienced numerous jobs from feeding animals to manager, enriched their career awareness.

In the 1st grade the youngsters are aware of their classroom and school helpers. They use the interview technique introduced to them in the kindergarten. Many of the school help visit the classroom to speak with the children. A number of children visited the school workers in their work setting such as: the secretary, the custodian, the principal, etc. The duties and responsibilities, as well as, the training and job demands are discussed by the children and their peers. Many activities accompany the 1st grade unit. The children culminated the year with a visit to the Bullard Havens Technical School, a state technical high school, serving the Greater Bridgeport Region.

The second grade students begin to focus on the neighborhood and its wide variety of community workers. They learn that every job, no matter how small, contributes to the success and function of the community. The students took walking trips from their school and interviewed the neighborhood shop keeper. They also visited the super market where they were made aware of occupations connected with goods and services. They were given cameras and encouraged to take pictures to share with their classmates. Many children made scrapbooks and story books using their pictures as illustrations. The third grade students concentrated on jobs in the field of transportation and communication. The girls and boys visited a local radio and TV studio. They wrote their own program and were given the opportunity to act it out. A video tape was taken of the performance, for use in the program. A visit to the Bridgeport Airport and a conducted tour of both the weather station and airport facility highlighted the transportation unit. There were several trips by way of bus and train that enriched the students experience.

The fourth grade students concentrated on jobs in manufacturing. They chose the airplane industry because of the proximity of a large airplane assembly plant. The children benefitted from the spirit of cooperation shown by the industry by supplying materials which were used in the program.

To enrich the existing social study program, which was involved with the state government, the students were oriented to the various job opportunities in the state government. Trips to the city hall and the state capitol complemented the study units. A Senator and Representative visited the classroom as resource people. The children conducted their own mock election. This unit stressed citizen responsibility as well as job orientation.

The fifth grade interwoven career concepts into their existing social studies curriculum. The other academic subjects such as English, math and science also acted as a vehicle to develop career concepts. Concentration was on the basic skills necessary to enable students to recognize factors which influence the work people do in each region of the United States. This unit also developed an appreciation for the dignity of work which contributes to the general welfare.

Several industries were very cooperative in sending representatives to the classroom to speak with the students, as well as opening their factories to tours by our students. This gave our student the opportunity for job orientation.

Five large middle schools were part of the Career Education Program. The middle schools encompass grades six, seven and eight. Much progress has been made in both the career awareness and career orientation areas. Much emphasis is placed upon occupational information as the students explain the fifteen clusters, as identified by the Office of Education. This exploration is supported by a large number of films, filmstrips, published materials and in some cases field trips.

At the eighth grade level at East Side Middle School four mini-courses were provided for all students. These courses extended over a five week period and students rotated through them. The courses offered, included horticulture, business, cosmetology and public service. Students showed an interest in these courses because they elected them. The Career Education students in the mini- business courses opened and operated a school store as a service to other students. The store offered school supplies as well as other small items, thus giving these students a wide range of practical applications to their business course. In the horticulture classes, activities included identification of existing plant materials, the planting of new ones and the maintenance of them. The classes developed and maintained a Land Laboratory on the school grounds, and in the process learned much about careers.

A very exciting aspect of the Bridgeport project is the Career Experience Volunteer Opportunity phase of the program. Approximately forty eighth grade students were placed in various careers within the city for one day a week for observation and work experiences. They were placed in schools, and in such other learning environments as a travel agency, restaurant, clothing store,

florist and furniture store. The students volunteered and received no pay for this experience. Each student, after working his five week period, stated that he would rather be at work than in school, and did not mind making up any of the school work that he missed. Using the community as a learning laboratory is an excellent way for students to find out what it is like to work on a job.

"Hands-on" experiences provide a method for making school more relevant to the community and the world in which students are familiar. The cosmetology class gave students an excellent opportunity for many "hands-on" activities at the eighth grade level. However, the kindergarten children also had the opportunity for "hands-on" experiences when they made the applesauce like mother makes. There were also activities such as weaving on a loom, making paper, making cookies and making belts by way of an assembly line method.

The organization and conducting of Career Days in a number of middle schools and high schools was a meaningful experience to the students. It further pointed to the importance of the business and professional community and parental participation to the growth of the career education program.

Two schools had combined endeavors on "Career Day"; student councils in each school were involved in the planning and indicated that they had learned much of value about careers in the process. Such positive interaction motivated the students in accomplishing worthwhile activities, and at the same time assisted them in acquiring valuable information and/or experience relating to careers. Students and teachers experienced more motivation for teaching and learning respectively, when the infusing of the Career Education concept made the subject matter more meaningful, and potentially utilitarian.

The Career Education Materials Center is an important element for the appropriate support to the classroom teacher who is implementing the Career Education Program. Materials of a current nature, as well as, student and teacher made materials are available for all involved in the project. Questionnaires were given to all involved in the program to determine the program's progress and direction. This instrument will be used to identify the course of action for the final stage of the program.

The project newsletter BACE, Bridgeport's Action for Career Education, has acted as a catalyst for disseminating news about the many activities involved in the program.

The articles for the newsletter are written by students and teachers, as well as administrator and project staff. BACE is a motivating force encouraging the exchange of ideas within the program.

Secondary Curriculum

Probably the most important concept emerging in Career Education is that it is needed by and intended for all people. If schools are to be relevant and accountable they must provide preparation for the world of work as an integral part of the curriculum from kindergarten through post-high school years.

Career Education must be viewed as that aspect of an educational experience which helps a person discover, define, and refine his talents, and to use them in working toward a career. This definition sees Career Education embracing, but not confined to, development of manual skills; it sees such skills used not merely to prepare for tasks, but as alternatives or supplements to verbal skills in the entire learning process. The definition requires, regardless of the educational level, an opportunity to learn and demonstrate learning in non-verbal ways, learning the relation between the educational program and the purpose and nature of work, developing a faculty for continuing growth, and the ability to work with, not merely alongside, others.

If there is one thing that we have learned in recent years, it is that today's students are career-oriented. They look to the schools to supply them with the kind of education that will enable them to participate in and contribute to our work-directed society. Their motivation to learn depends heavily on convincing and continuing evidence that this is the kind of education they are receiving.

The program component at the high school level provides for the continued observation and exploration of occupations. Emphasis is placed on career clusters and "real life" goals. Curriculum units were developed for career exploration study in the areas of English and Social Studies in grades nine and ten at two of the three city high schools.

The curriculum team consisted of teachers, administrators, guidance counselors and career education staff. It was made very clear that Career Education was not to take the place of general or academic and vocational education. Rather, it is to enhance both. It is part of a well rounded program of education aided at developing citizens who are competent economically, socially, emotionally, physically, and intellectually.

For Career Education to be successful and relevant in Bridgeport, several propositions are to be considered fundamental to all Career Education.

First--It must be actively and agressively pursued in a manner and in an environment which ensures the absence of discrimination among its clients.

This kind of environment is important for all educational efforts. However, it is now particularly important to career education because of the interacting impact between the following facts: (a) economic, educational and training deficits among urban poor, unemployed and discriminated against must be overcome before and liberty can become a viable concept and (b) at this point in time career education appears to possess the potential and responsiveness to help bring this about.

Vocational education, that phase of career education which deals with skill preparation and training, may be free in its own right of discrimination, yet fail because of discriminatory practices prevailing in the world of work.

Second--Career Education can and should be undertaken by everyone.

Some will disagree with this proposition on the basis of economics (jobs just are not available for certain kinds of people) or on the basis that most of the new skills lie exclusively in the technical and semi-technical fields (both require substantial educational background).

Statistics seem to say two things: (1) in order to participate in the world of work in the forseeable future, every person must acquire specific job skills, and (2) in 80 out of 100 cases, those salable skills will not be acquired via the college degree route.

For those 80, the answer lies in vocational and technical education, either as a part of their formal education through grade 12 or in what some people are beginning to term non-bacclaureate specialized occupational education.

Third--Career Education personnel will design vocational education programs to be implemented between secondary schools and post-secondary schools and between these institutions and the business sector.

Vocational programs at the secondary school level are so conceived that they will permit easy access to continued education and training or both at a higher level. Furthermore, vocational programs at all levels will emphasize expanded participation by the business sector through various cooperative on-the-job training activities which are closely related to the career goals of each participant.

Fourth--Vocational education programs will be personalized in a way that offers skill training and academic stimulation as a desirable and needed blend.

It is essential that there be a full mix of the academic and vocational. The work-oriented curriculum will "leave room" for the academic curricula. Furthermore, the interaction between the two will be maximized not just sequentially, but in tandem.

Flexibility and variety are important in planning and operating career exploration programs for grades nine and ten. Effectiveness must be measured, in part, in terms of individual students who vary so much in their characteristics. Just as they differ widely in communication and occupational skills, students are not all at the same point of maturation in career development.

Following are described, those program components which have been used with success in existing career exploration programs for grades nine and ten.

Work Study--Boys and girls in grades nine and ten are eligible for numerous part-time employment in city, state and federal agencies. Such job experiences, with related counseling and remedial instruction, represent an invaluable aide to students who are not enjoying a very high level of success in the traditional school setting. Working with adults in a different environment and learning how important it is to follow instructions and how school and work are interrelated

may awaken the student to his career "responsibilities".

Occupational Exploration--The design of this program is to provide a broad base of occupational awareness for students at the ninth and tenth grade level. Exploratory, manipulative, classroom, and laboratory experiences, offered in a wide range of occupational areas and combined with the resources of business and industry, and institutions of higher education, assist youth in the development of more realistic career plans.

Career Counseling--Self Awareness--Two of our high schools are presently experimenting with a technique involving the use of the video recorder. How an individual perceives himself and establishes an "operational" self image in the outgrowth of a multiplicity of experiences and interactions. Students go on mini-trips, transport and operate cameras, audio tapes and video recorder; role play jobs; write scripts; produces job briefs for other students. This also provides the opportunity for a student to "see and hear" himself in expanding his self-identity. All of these activities are coordinated closely within the counseling setting involving teachers, counselors and career guidance specialist.

An integral part of the Bridgeport program at the secondary level includes the following clusters: health occupations, consumer and homemaking, personal service, manufacturing, business and office, marketing and distribution, construction and the communicative arts.

Following is a description of the vocational training programs offered to students in grades 11, 12. Only the most significant facets are highlighted. Detailed information is available and can be provided.

School Program and Career Education (S.P.A.C.E.)--The School Program and Career Education (commonly referred to as S.P.A.C.E.) project is a cooperative educational program between business, industry and the high school. It is a course of study in which students are provided with a relevant, realistic school and employment experience in preparation for the world of work. Students attend school for two weeks and then work for two weeks. This continues throughout the school year. The school curriculum is related to the work training provided in the business or industry. While on-the-job students are paid entry-level wages and receive close supervision from personnel within that agency.

Cooperative Work Experience in Diversified Occupations--This is a program of vocational education achieved through cooperative arrangements between the school and an employer. It provides systematic, organized, training on-the-job and related vocational instruction in the school.

Work Experience Program for the Handicapped--Designed to provide on-the-job experience and related in-school instruction for handicapped students currently enrolled in special education programs. Program format parallels that of the regular work experience program but is geared to meet their needs.

Distributive Education Program--The Distributive Education program is designed to provide the student practical and theoretical knowledge required for the distribution and marketing of consumer goods. It is a two-year program with actual on-the-job experience provided during the second year.

Electronic Assembly--This course provides for the study of basic electronic theory and the development of skills and experiences necessary for immediate employment in the field of electronics or continued post-high school education toward different career levels in electronics.

Food Service--The Food Service program is for students to learn the fundamental principles of professional cooking and to obtain an introduction to food services and its many related areas.

There is an advanced or second-year program for students to intensify their knowledge of professional cooking and baking and to extend their experience in additional areas of the culinary art.

This is accomplished through theory classes, lecture demonstrations and practical experiences in our production kitchen.

Health Services--This program will enable the student to receive an orientation toward health careers and an opportunity to develop a skill in one of the many health occupations. A progressive and correlated program of theoretical study and practical experiences at a participating hospital promotes acquisition of basic concepts, skills and understanding's required of a nurse aide.

Welding--This program is geared to train the individual in the handling and use of welding tools and equipment and to develop such skills and knowledge necessary to perform the processes and techniques in welding. Mathematics and blueprint reading instruction is also included within the program which will enable students to enter the labor market as beginning welders.

Occupational Child Development--To prepare students to develop the necessary skills of working with children and to train students for job opportunities and entry employment as child care aides. The learning activities will include actual experiences with children at various day care centers/nurseries.

Introduction to Data Processing--This is a full year course designed to acquaint students with the type of equipment used in processing data and specifically to teach the operation of key punching.

Business and Office Education--Students acquire training in a variety of skills which prepare them for placement in business and industry. In the ninth and tenth grades, all students take general business and elementary bookkeeping and typewriting which develop the basic skills opening-entry jobs. On the basis of interests and aptitudes, students become more selective in the junior and senior years and take courses which give more intensive training in one of several areas: general clerical typing, stenography, bookkeeping and distribution of consumer goods.

Vocational Training-Handicapped--Home Economics for Gainful Employment, Home Economics-Housekeeping, Elemental Machine Operation.
Program Objectives are: To assist the trainable retardate in realizing his/her potentialities.
To assist the trainable retardate in becoming socially cooperative within his home and community. To assist the trainable retardate in becoming economically useful to himself, his family and the society in which he functions.

Industrial Photo Finishing-Handicapped--To provide the education and training for educable mentally handicapped students in the area of photo finishing. Meaningful exposure to the photographic field and laboratory work is provided by the teacher in the theory phase of the program. Practical application of field and lab work is provided to the student by exposing him to equipment and procedures utilized in this area.

A coordinated program to deliver basic occupational information to students in grade twelve is being established. The preliminary approach is in the development of an occupational information bank located in the library and counseling offices at each of the high schools. Information regarding careers and occupations in the Greater Bridgeport Area has been resourced and reduced to microfilm. With the use of microfiche readers, students can preview this information at their convenience. Back-up information is available from guidance counselors.

The guidance specialist at the high school level is also working with department chairmen, school administrators and guidance counselors in the development of outlines geared to integrating occupational information into existing and revised curricula.

In addition staff members do extensive planning and research to meet student and teacher needs for occupational information. Information is packaged in pamphlets, books, and other printed materials; microfilm cards; occupational guidance systems and a wide selection of filmstrips and cassette tapes.

D. Results and Accomplishments

The Career Education program in Bridgeport is designed to influence and involve the total school in the creation of an environment wherein all students do in fact acquire skills, knowledge, understandings, and attitudes necessary for career development.

Concern for career development cannot be limited to the middle school or senior high level. It is too late when the student reaches the point of making the transition from school to work. For this reason, career development in Bridgeport is offered as a broad base of exploratory experiences, including awareness and orientation at the elementary and middle school level and gradually narrowing to a decision point as the student acquires appropriate preparation for his next step beyond school and/or job placement.

A curriculum of study units for Career Education was developed by the 90 teachers involved in the Career Education program K--12. These units include goals, behavioral objectives, suggested activities and resources. A resource file of community people was developed with the aid of the American Association of University Women, Career Education Advisory Committee and the Chamber of Commerce. Pertinent field trips

were also recorded in the file. Booklets and career information were made by the students and shared by their peers. At the middle school level mini-courses in business, cosmetology, horticulture and personal services were developed.

A variety of creative ideas and innovative methods are used by the teachers. This includes interweaving career concepts at all levels into the existing curriculum. Teachers met with the project staff, general supervisors, special subject supervisors and department chairmen to discuss present activities, strategies, procedures, career concepts, ideas, curriculum materials, equipment, field trips, resource people, etc.

The Career Education Advisory Committee was instrumental in organizing a task force committee, representative of business and industry, to review the high school program of studies and its appropriateness to present day skills and requirements.

At the conclusion of its eight month study, a formal report was made to the Board of Education in terms of recommendations for changes, additions, etc. As a result, there has been a concerted effort by the Superintendent through administrators, supervisors and teachers in the pursuit of these recommendations. Worbshops, up to and including this summer, were held specifically for the purpose of rewriting and developing curriculum at all grade levels.

In September a revised curriculum for grades K--5 will be completed. Committee work in grades 6--8 and 9--12 is continuing throughout the school year.

Greater emphasis is being stressed to incorporate career concepts into the existing curriculum. The staff is aware of the necessity for relevancy in the program. The teachers are being encouraged to share and spread the career development theory to fellow teachers. Instruction is being individualized in the middle and high school. The project is providing information via its Career Information Day and newsletter BACE, as well as supportive commercial and student made materials.

Administrative support, from the superintendancy level to the principal, is evidenced by the commitment shown the program. Administrators feel that the

Career Education project has opened up channels of communications between the school and the community, as well as providing a more flexible curriculum which permitted students to make choices based on their own goals. Teachers are excited about that career concept approach that motivates their students.

Acceptance of the Bridgeport Career Education program has been realized by the community, business, professions and educators.

There were four Career Education Workshops during the year conducted by the project staff and supervisors for the teachers involved in the program.

Three of the workshops were organized to exchange ideas and write unit lessons that could be tested in the classroom and evaluated for adoption or rejection.

The fourth workshop was a Career Information Dissemination Day involving 1400 teachers from the Bridgeport School System.

The workshop objectives were: to create a better understanding of the goals and objectives of the Career Education program. To show methods and techniques by which the teacher could infuse career concepts with the existing curriculum. To display examples of the high motivating qualities of the career centered curriculum. To illustrate what the Bridgeport Career Education Project had accomplished.

There were 90 teachers participating in the workshops. The project staff, consisting of the director, supervisors, coordinator, counselors and paraprofessionals provided the leadership.

Dissemination

Numerous letters have been received for requested information from the Bridgeport Project. These requests were filled and pertinent information has been sent. Numerous reports have been developed. An overall prospectus of the program is usually sent. A brochure presenting career education based on the pyramid concept is in the final stage of completion. Much mimeographed materials plus a newsletter is distributed to school personnel in the school system.

Other dissemination methods include presentations by staff members to school systems and to other educator groups at several points in the

state, and providing information to visitors from other school systems. There has also been an exchange of information resulting from staff visits to other career education projects throughout the United States.

E. Evaluation

Third Party Evaluation Report, July 1973.

The evaluation of activities and progress in the exemplary project in career education during the second year of operations in Bridgeport, Connecticut is contained in a separate report entitled attachment A. The second year of the project, which this report covers, was August 1972 through August 1973.

The report was prepared by a four-member evaluation team composed of Dr. Joseph Nerden, Raleigh, North Carolina; Rachel Cline, Caldwell County, North Carolina; David Hill, Buffalo, New York; and Walter Raines, Charleston, North Carolina.

The team was under the direction of Dr. Joseph Nerden, who had conducted an evaluation of the project's first year of operations so that continuity in the process of appraising the Career Education Project in Bridgeport was represented in the second evaluation report.

The evaluation team spent three days "on site" in Bridgeport on May 14, 15, 16, 1973. This visit enabled the evaluators to:

1. receive oral and written reports and testimony from the project staff.
2. interview project staff members, administrators, and faculty personnel (interviews were conducted with individuals and small groups).
3. observe career education activities in classrooms and the community.
4. review materials produced by the project staff.

The evaluators received copies of monthly reports prepared by the project staff during the second year of operations. The committee was extended opportunities to address questions and offer suggestions to the project staff, school administrators and faculty members.

In the May visitation, the evaluation team received oral and written reports from project staff members and toured facilities with project staff members as guides for the purpose of observing career-oriented instructional activities and interviewing

classroom teachers and building administrators. In general, the preceding activities formed the base from which the evaluation of the Career Education program during the second year of operations was made.

Activities of the Career Education program have been documented in monthly reports as well as in other materials generated by the project staff. Therefore, the team had concerned itself with reporting its evaluation on the level to which project goals have been attained as well as overall observations concerning the project.

F. Conclusions, Implications, and Recommendations

The future for the continued growth of career education in Bridgeport is bright. Career Education made its bow on the Bridgeport scene two years ago as a concept around which educators could rally in seeking to make education more meaningful to young people and more pertinent to their total development. In this time, the community, teachers and students have been involved in the many phases of career education and viewed this as an important dimension of modern education for everyone and everyone's children.

Business and industry have become more responsive to the needs of the school system by assisting us in the development and implementation of meaningful vocational education programs. Likewise, the schools have taken a more active and imaginative direction in developing and adopting a pervasive committment to the career development of all pupils.

As a reasonable and accepted concept, it continually faces the danger of being oversold and looked upon as a panacea for the weaknesses of our present educational system. While successful, to a degree, during this period of time, its full potential was never realized in that we were not reaching all of the students in all of our schools. The goal is for career education to become an integral part of the curriculum reflected in some way in the life of each student. Attitudinal change amongst students, teachers, parents, administrators, businessmen continues to be a priority in the development of the Career Education program.

Career education must open up educational opportunities and make them available whenever

people need them throughout life.

Career education is an attempt to change attitudes toward work.

Career education is intended to help students learn about the wide variety of occupational options available to them and prepare them for realistic choices.

Career education may well be one of the most effective means of reaching many disaffected, tuned out young people and increasing job opportunities for the great majority of our students.

Career education, if it is to make a difference, must teach high level technical and vocational entry skills and should not be intended or used to provide general education about careers.

Emphasis will continue as an all out effort to establish career education as an essential and desirable component in the education of all students.

A truly comprehensive counseling program K--12, dealing with opportunities in the world of work would be jointly conceived an implemented by school personnel and community representatives.

More concentration on "service oriented" occupations as a base for a multitude of career opportunities which are available to high school graduates will be a plan for the future.

Focus will be placed upon testing and follow-up activites and will include in-service programs for teachers and counselors. Linked with the follow-up procedure will be the creation of an evaluative process that will properly assess the effectiveness of vocational programs.

We anticipate closer cooperation between institutions of higher learning and the public schools in the development of sequential programs to meet the challenge of new or expanding career opportunities.

We will emphasize greater utilization of community resources to provide on the scene work study or apprenticeship opportunities in a variety

of occupations. More imaginative program scheduling in the schools and an intensification for the committment by business and industry will be required to realize the full potential of this approach. We look for the expanded use of school and community facilities and personnel throughout the year in program operations.